**Figure 2.2**

**Tier 1: Classroom Walk-Through for Sharing Learning Targets**

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| Document the ways the teacher communicates learning targets and the criteria for success/ elements of quality with students. You can use notes to expand your observations. | | | | | |
| The teacher used the following communication modes to share the learning targets and criteria for success/ elements of quality: | | | | | |
| 🞏 Oral | 🞏 Written | | 🞏 Displays | | 🞏 Demonstration/ modeling |
| The teacher used the following formats to share the learning targets and the criteria for success: | | | | | |
| 🞏 Rubric | 🞏 Contract | | 🞏 Checklist of expectations and requirements | | 🞏 Anchor papers, models, or other exemplars of quality |
| When did the teacher communicate the learning targets and the criteria for success? | | | | | |
| 🞏 Before instruction | | 🞏 During instruction/ ongoing | | 🞏 At the conclusion of instruction | |
| How did the teacher help the students to understand the learning targets and the criteria for success/ elements of quality? | | | | | |
| 🞏 Conducted discussion and review | | 🞏 Discussed criteria, rubrics, checklists | | 🞏 Showed student work, modeled responses, examined exemplars or anchors of quality | |
| 🞏 Help students apply the criteria to their own work or model | | 🞏 Involved students in generating criteria/ elements of quality | | 🞏 Provided feedback to students that focused on the learning target and the criteria for success | |
| In what ways did the teacher engage the students in applying the criteria for success/ elements of quality? | | | | | |
| 🞏 Helped students compare their work to anchors or exemplars | 🞏 Helped students identify anchors or models based on the criteria | | 🞏 Used rubrics, checklists, or other tools to assist in assessments of quality | | 🞏 Helped students develop criteria for success/ elements of quality |
| In what ways did the teacher engage the students in developing/ identifying criteria for success and/ or elements of quality? | | | | | |
| 🞏 Brainstormed/ discussed criteria | | 🞏 Discussed elements of quality directly related to the learning target and performance task/ product requirements | | 🞏 Discussed elements of a quality answer, paper, or response | |

**Figure 2.4**

**Tier 3: Classroom Walk-Through for Student Outcomes on Shared Learning Targets**

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| Document the student outcomes that provide strong evidence that the teacher communicates the learning targets and the criteria for success/ elements of quality with students. |
| Ask three students the following question: *What are you learning in this lesson?*  Then check all that apply: |
| 🞏Students describe what they are doing rather than what they are learning.  Examples: *We are writing papers. We are working problems. We are finishing our projects.*  🞏 Students describe what they are learning in general terms.  Examples: *We are learning about weather. We are learning math. We are learning about dogs.*  🞏 Students provide a clear and accurate description of what they are learning.  Examples: *We are learning to write a topic sentence. We are learning the functions of the circulatory system.* |
| Ask three students the following questions: *Are you doing well (or doing a good job) on this task? How do you know?* Then check all that apply: |
| 🞏Students cannot describe the criteria for success/ elements of quality.  Examples: *I don’t know. I will know when I see my grade. I will ask the teacher for help.*  🞏 Students describe a general strategy for assessing the quality of their work.  Examples: *I will do a good job if I follow directions; answer all the questions; do my best.*  🞏 Students describe specific strategies for assessing the quality of their work.  Examples: *I use the steps in the chart. I refer to the rubric. I look at the examples of good work. I use the checklist. I try to make mine like the model the teacher gave us.* |
| Examine student products connected to the lesson. Then check all that apply: |
| 🞏The lesson will not result in student products that can be assessed for learning progress toward the learning target.  🞏 The students will produce work that has minimal to no connection to the learning targets.  🞏 The students will produce work that provides strong evidence of their progress toward the learning target.  🞏 Students will have the opportunity to incorporate feedback or use tools (rubrics, checklists, etc.) to refine and revise their work in order to meet the criteria for success/ elements of quality connected to the learning target. |
| Examine the homework assignment connected to the lesson. Then check all that apply: |
| 🞏 Homework assignments are strongly connected to the learning targets.  🞏 Homework assignments are paired with a way for students to judge the quality of their work.  🞏 Homework assignments will help students close the gap between where they are in relation to the learning target. |
| Ask the teacher the following question: *In this lesson, how do you share the learning targets and criteria for success/ elements of quality with your students? Record the response.* |
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